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ABSTRACT

This annotated bibliography lists materials written in English which examine education in China. The purpose of the bibliography is to make readily available to all those interested in Chinese education a useful guide to selected reference materials on the subject published from 1971 to 1976. The bulk of the entries is based on first hand observations by a variety of foreign visitors to China (primarily American). The bibliography lists 198 titles arranged alphabetically by author under two headings, one including material in books, pamphlets and separately published reports, and the other material in periodicals. Many facets of education are dealt with including educational administration and philosophy, values education, vocational education, language and linguistics, medical education, continuing education, and educational practices at all levels. A subject index concludes the publication. (Author/RM)

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Education in the People's Republic of China

A Selective Annotated Bibliography of Materials Published in the English Language

1971-1976

SO 013 250

Compiled by
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U.S. DEPARTMENT OF EDUCATION
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NOTE

This publication was written under the auspices of the U.S. Office of Education but came off the press after the Office's staff, programs, and functions were transferred to the U.S. Department of Education upon its establishment May 4, 1980. Although originally prepared as a publication for the Office of Education, an Agency no longer in existence, it nonetheless contains valid information as a publication for the Department of Education, despite any seemingly current references in it to the Office of Education, its Bureaus, other organizational subdivisions, or activities.

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FOREWORD

Increasing understanding between the United States of America and the People's Republic of China is clearly in the mutual interest of both nations as well as of the world at large. Education has especially important contributions to make to this objective.

The U.S. Office of Education has taken very seriously its professional responsibilities for helping expand and improve understanding of and cooperation with the People's Republic of China and has made important contributions in a variety of ways. Continuing efforts include financial assistance to Chinese language and area studies programs in a number of American colleges and universities, graduate student and faculty fellowships for research and training in Chinese studies both in the United States and in China as well as elsewhere in Asia, sponsorship of selected efforts to produce teaching and research materials on Chinese language and area studies, and leadership in the formation of selected delegations of American educational leaders to visit China for firsthand observation and the sharing of experience on problems of common concern.

USOE also participates with three other Federal agencies (International Communication Agency, National Endowment for the Humanities, and National Science Foundation) in helping fund the cooperative program enabling American graduate students and research scholars to study in the PRC, which is administered by the Committee on Scholarly Communication with the People's Republic of China. This Committee is a joint enterprise of the National Academy of Sciences, the Social Science Research Council, and the American Council of Learned Societies.

In addition, the Office of Education is involved in implementing a special exchange effort under a Memorandum of Understanding between the U.S. Department of Health, Education, and Welfare and the PRC Ministry of Education on educational exchange programs for 1979–80. The agreement provides for the exchange of delegations, specialists, and educational materials. Among the fields involved in one way or another are the teaching of Chinese and English as foreign languages, educational research, primary and secondary education, vocational and adult education, and library and information sciences.

Among the recent examples of basic instructional, reference, and research materials produced or in process under USOE auspices are the following:

Twentieth Century Chinese Poetry (1972).

Advanced Reader in Chinese History (University of Kansas, 1973).

A Standard Sample of Present-Day Chinese for Use with Digital Computers (Brown University, 1974).

Four advanced-level readers in the Chinese language concerned with literature, international relations, fine arts, and anthropology-sociology (University of Kansas, 1978).

Two volumes of Chinese language teaching materials for science and technology (Stanford University, 1978).

A functional reference grammar of Mandarin Chinese (University of California at Santa Barbara, 1979).

A reference dictionary of Mandarin grammar and usage for students and teachers (University of Hawaii, 1980).

Videotape recordings and associated instructional materials for intermediate Chinese language instruction and advanced language maintenance (Stanford University, 1980).

In the field of Chinese education specifically, in recent years USOE has initiated and published the following studies, all prepared by its specialist on education in East Asian countries, particularly China, Dr. Robert D. Barendsen:

The Educational Revolution in China (1973), which summarizes the turmoil and changes during the period 1966–71 resulting from the Cultural Revolution.

The 1978 National College Entrance Examination in the People's Republic of China (1979).

The English Language Test Used by the People's Republic of China in Selecting Candidates for Study Abroad in 1978–79 (1980).

The purpose of the present publication, *Education in the People's Republic of China: A Selective Annotated Bibliography of Materials Published in the English Language, 1971–1976*, is to make readily available to all those interested in Chinese education a useful guide to selected reference materials on the subject for the period indicated. As noted in Dr. Barendsen's introduction, material published prior to mid-1971 is adequately covered in existing bibliographies, and since 1971 much more information has become available about education in the PRC as a result of the resumption of contacts and relationships between the United States and the People's Republic and the admission of the PRC

to the United Nations. Indeed, the bulk of the entries in the present bibliography are based on first-hand observations by a variety of foreign visitors to China (primarily American), and it is this external perspective on Chinese education that gives the present compilation its special significance.

This annotated bibliography lists 198 titles arranged alphabetically by author under two headings, one including material in books, pamphlets, and separately published reports, and the other material in periodicals. Even a cursory skimming of the contents will show the many facets of education dealt with, from administration to philosophy, from values education to vocational training, from kindergarten to highly specialized technical fields at advanced levels. A subject index is included to facilitate the search for source material on specific educational topics or problems. The index has 92 categories arranged alphabetically by subject and features extensive cross-referencing.

A wide range of views is expressed in the various items listed, but the inclusion of an item does not constitute any official acceptance or endorsement by the Office of Education of any position or recommendation therein. The material from Chinese publications provides some information not found in other sources and yields unique insight into Chinese educational philosophy and the Chinese conception of the relationship between the educational system and the State. While a careful, systematic effort was made to provide reasonably comprehensive coverage of useful materials, the resulting compilation does not purport to provide a critical review of the many and varied items included.

Publication of this annotated bibliography comes at a propitious time. Interest in Chinese education continues to reach new highs, stimulated considerably by the normalization of relations between the United States of America and the People's Republic of China that took effect on January 1, 1979. Not only are increasing numbers of Americans able to visit the People's Republic, but a growing number of Chinese students and scholars are now in residence on American campuses. As of April 1980, it is estimated that approximately 1,750 have arrived under the official Agreement on Scientific, Scholarly, and Educational Exchange. By the same date, approximately 1,000 additional Chinese students have arrived under private auspices for undergraduate and graduate study in American institutions of higher education.

A related development is the renewed momentum in American higher education for international cooperation in general. Of particular significance is the recent establishment of the Consortium for International Cooperation in Higher Education (CICHE), which is a cooperative initiative of five major associations representing more than 90 percent of all American colleges and universities:

—American Association of Colleges for Teacher Education

—American Association of Community and Junior Colleges

—American Association of State Colleges and Universities

—National Association of State Universities and Land-Grant Colleges

—International Council on Education for Teaching

This consortium provides a dynamic new framework for facilitating communication and activities linking the American higher education community with the world education community, for what can be learned as well as shared or cooperatively explored and developed. CIEHE headquarters is located at 1 Dupont Circle in Washington, D.C.

Both in relation to its general educational responsibilities for promoting understanding of the People's Republic of China and to the broad national interest in fostering international understanding on a global basis, USOE is pleased to make available in inexpensive, convenient form this useful introduction to a wide range of source material on education in the People's Republic of China, a major nation of special significance to the United States.

Robert Leestma,

April 1980.

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ACKNOWLEDGMENTS

In preparing this bibliography, the compiler has utilized the holdings of several libraries in the Washington metropolitan area, including those at George Washington University and the University of Maryland, but has relied especially on the collections and facilities of the Library of Congress and the Educational Research Library in the National Institute of Education. The assistance of reference librarians at these latter two institutions was invaluable in tracing many hard-to-find items and is gratefully acknowledged.

Of particular importance in the preparation of this compilation was the cooperation of the Committee on Scholarly Communication with the People's Republic of China, a body jointly sponsored by the American Council of Learned Societies, the National Academy of Sciences, and the Social Science Research Council. This Committee is one of two organizations that have played a major role in sponsoring and facilitating visits to the People's Republic of China by American scientists and educators. The other such organization is the National Committee on U.S.-China Relations, based in New York City. The staff of the Committee on Scholarly Communication was most helpful in allowing the compiler to have access to the extensive files of "trip reports" and other related data maintained in its office in the National Academy of Sciences in Washington, D.C.

Finally, special thanks are due to Mr. Leo A. Orleans, China Specialist at the Library of Congress, who generously made available to the compiler his own collection of materials on China.

INTRODUCTION

Opportunities for exchange of information between the outside world and mainland China were significantly broadened in 1971 as a consequence of the reopening of official and unofficial contacts between the United States and the People's Republic of China in the spring of that year and the admission of the PRC[1] to the United Nations a few months later.

In the intervening years since these developments, thousands of visitors from the United States and other English-speaking countries have toured China. Many of these travellers were educational administrators, college professors, school teachers, students, and others who were especially interested in China's educational system and focused their attention on this aspect of the Chinese scene. These trips have resulted in a veritable flood of published reports in English recording observations based on visits to schools and colleges and briefings by Chinese educators.

Thus, mid-1971 has proven to be an important watershed line with regard to information about educational conditions in China. Since that time, data drawn largely from an analysis of materials in the Chinese mass media have been supplemented by first-hand impressions of appreciable numbers of foreign observers. Such accounts have been published widely, particularly in education journals and periodicals devoted to Asian affairs, but also in specialized journals in a variety of other fields (e.g., medicine and engineering) and in magazines of a more general nature. They also have appeared in separately published trip reports, and in some instances, in book form.

In compiling this selective bibliography, a special effort has been made to identify, locate, and peruse these widely scattered visitors' reports and to cite the more important items of this kind. In addition, particular attention has been given to providing citations referring to an especially elusive category of materials—substantial sections on education in China included in symposium-type books and other works in which the discussion of education constitutes only part of a volume covering a broader scope of subject-matter.

During the course of preparation, the present compilation took on a strong international flavor. Although a majority of the items cited

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[1] For purposes of brevity, the initials PRC will be used frequently throughout this publication to stand for People's Republic of China.

were published in the United States, a very sizable proportion (over 35 percent) were printed in one of nearly a dozen other countries.

This bibliography includes material published originally in the English language between July 1, 1971, and the end of 1976. Material published prior to mid-1971 is adequately covered in two earlier specialized bibliographies on education in the People's Republic. They are Stewart E. Fraser and Kuang-hang Hsu, *Chinese Education and Society, a Bibliographical Guide* (White Plains, N.Y.: International Arts and Sciences Press, 1972),[2] and the extensive bibliography included in Professor Fraser's *Chinese Communist Education: Records of the First Decade* (Nashville: Vanderbilt University Press, 1965).

A subject index to the citations is provided to assist users in identifying those items that are most relevant to any aspects of the contemporary Chinese educational system in which they may be especially interested.

[2] This bibliography was reprinted in vol. 4, nos. 3–4 (fall-winter 1972–73) of the quarterly journal *Chinese Education*, also published by the International Arts and Sciences Press.

BIBLIOGRAPHICAL CITATIONS

Material in Books, Pamphlets, and Separately Published Reports

1. ALLEY, REWI. "The Cultural Revolution in Education." In Rewi Alley, *Travels in China, 1966-71*. Peking: New World Press, 1973. Pp. 547–580.

Descriptive notes on over a dozen schools from primary to college level, drawn from the extensive travel diaries kept by the author between 1966 and 1971. Mr. Alley is a New Zealander who has lived in China for many years and writes frequently on Chinese life for both Chinese and foreign publications.

2. *Aspects of Education in China*. Bundoora, Australia: Centre for Comparative and International Studies in Education, La Trobe University, 1973. 81 pp.

Consists of three papers presented at a conference at La Trobe University in Australia in July 1973. Professor W. Brugger of Flinders University discusses the various educational development "models" explored by the Chinese Communists from the 1930's through the 1960's in response to changing conditions and the reordering of goal priorities; Professor R. F. Price of La Trobe examines both Mao Tse-tung's ideas on education and the use of Mao's writings as pedagogical material; Professor J. Cleverley of the University of Sydney comments on Chinese schools at all levels and some of the problems he sees in their approaches and methods. Professors Brugger and Price taught at a Chinese college in the mid-1960s; Professor Cleverley visited China with a group from his university in 1972.

3. BARENDSEN, ROBERT D. *The Educational Revolution in China*. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1973. 52 pp.

Traces the tortuous course of events in the educational sector in China from 1966 to mid-1971, summarizes the major features of the revamped school system emerging in the wake of the Cultural Revolution, and comments on the significance of that system and its future prospects.

4. BASTID, MARIANNE. *Education in China: Tradition and Revolution*. Geneva, Switzerland: Asian Documentation and Research Center, Graduate Institute of International Studies, 1973. 22 pp.

Essay relating the educational system established after 1949 to the pedagogical theories and practices prevailing during the imperial and

Republican periods in Chinese history and in the Communist-occupied areas of China in the 1930's and 40's, with a view to distinguishing the new elements in the post-1949 pattern from those which reflect earlier concepts. By a researcher at the National Center of Scientific Research in Paris who studied in Peking in the mid-1960's.

5. Bennett, Gordon A., and Ronald N. Montaperto. *Red Guard: The Political Biography of Dai Hsiao-Ai.* Garden City, N.Y.: Doubleday & Co., 1971. 267 pp.

Story of a teenage youth from a middle school in Canton who participated actively in the Cultural Revolution as head of one of his school's Red Guard organizations from summer 1966 until he became disenchanted and fled the PRC in late 1967. Dai's story was put together by two young American China specialists.

6. "Biomedical Education in China." In *Herbal Pharmacology in the People's Republic of China: A Trip Report of the American Herbal Pharmacology Delegation.* Washington: National Academy of Sciences, 1975. pp. 71–75.

Observations of a group of American pharmacologists whose trip to China in mid-1974 was sponsored by the Committee on Scholarly Communication with the People's Republic of China. Information on programs in biomedical education at the several medical and pharmacological colleges visited by the delegation.

7. Chiai Pien. "Revolution in Education." In Pien Chai. *A Glance at China's Culture.* Peking: Foreign Languages Press, 1975. 3p. 7–18.

Capsulized summary of recent educational changes in China prepared for foreign readers by the PRC Government's foreign language publishing house.

8. Chen, Theodore Hsien. "Education." In Yuan-li Wu, ed., *China: A Handbook.* New York: Praeger Publishers, 1973. pp. 691–704.

Overview of education in the PRC, summarizing the philosophy and objectives underlying the Chinese Communists' approach in this field, outlining the structure of the school system and discussing some of the apparent accomplishments and shortcomings in the nation's educational sector. By a professor of education and Asian studies at the University of Southern California who has written extensively on Chinese education.

9. _____. *The Maoist Educational Revolution.* New York: Praeger Publishers, 1974. 295 pp.

Although devoted primarily to a topically organized presentation covering educational developments between 1966 and 1973, this study also examines the historical background of these events and evaluates the results of the reorientation of Chinese education along Maoist lines. A lengthy documentary appendix is included in the book.

10. COLLIER, JOHN and ELSIE. *China's Socialist Revolution.* New York: Monthly Review Press, 1973. 263 pp.

After tracing the evolution of the PRC from 1949 to 1966, the authors provide an account of the Cultural Revolution as it was understood by them from their vantage point as a British couple employed as English teachers by Sun Yat-sen University in Canton from April 1966 to August 1968. Much of the book deals with the impact of the movement on the campus of this leading university in south China.

11. COMMITTEE OF CONCERNED ASIAN SCHOLARS. "Education." In Committee of Concerned Asian Scholars, *China! Inside the People's Republic.* New York: Bantam Books, 1972. Pp. 197–227.

Report based on school visits in June-July 1971 by 15 young people (mainly graduate students in Chinese studies) who made up one of the earliest American groups to tour China after the reopening of Chinese-American exchanges in spring 1971. The group comments at some length on a primary school, a middle school, and a university, with special emphasis on the admissions policies, curriculums, and productive labor arrangements in these institutions.

12. CONNELL, W. F., et al., eds. *China at School.* Sydney, Australia: Ian Novak, 1973. 122 pp.

Joint report by 25 education faculty members and graduate students of the University of Sydney who visited 21 institutions from nursery school to university level during a 3-week trip to China in December 1972. Contains specific data on school administration, curricular patterns, and productive labor activities; also includes discussion of basic educational theories and policies, teaching methods and teacher training, the relationship between schools and society, and other aspects of the educational program.

13. EMERSON, JOHN PHILIP. "Manpower Training and Utilization of Specialized Cadres, 1949-?1968." In John Wilson Lewis, ed., *The City in Communist China.* Stanford: Stanford University Press, 1971. Pp. 183–214.

Analyzes the educational policies of the PRC in relation to high-level manpower needs and evaluates the extent to which the Chinese system was successful in effectively training and appropriately using professional and semiprofessional personnel in the period up to the Cultural Revolution. The author is a China research specialist in the Foreign Demographic Analysis Division of the U.S. Census Bureau.

14. FITZGERALD, ANNE, and CHARLES P. SLICHTER, eds., *Solid State Physics in the People's Republic of China.* Washington: National Academy of Sciences, 1976. 203 pp.

Report on a trip to China in September 1975 by a delegation of American physicists who traveled under the auspices of the Committee on Scholarly Communication with the People's Republic of China.

Contains information on the physics and engineering programs at Chinese universities; see especially chapter entitled "The New Approach to Science Education" (pp. 85–115).

15. GALSTON, ARTHUR, with JEAN SAVAGE. *Daily Life in People's China.* New York: Thomas Y. Crowell Co., 1973. 223 pp.

Accounts of the experiences of a biology professor from Yale University who spent 6 weeks in China with his family in summer 1972, including a fortnight living and working with the peasants on a commune near Peking. His report covers both the schools he found in the countryside and his observations on urban institutions from nursery to university level. See especially chapter 8, "The Masses Go To School."

16. GARDNER, JOHN. "Educated Youth and Urban Rural Inequalities, 1958–66." In John Wilson Lewis, ed., *The City in Communist China.* Stanford: Stanford University Press, 1971. Pp. 235–286.

Examines in depth the educational policy controversy that materialized in China from 1958 to 1966 between the advocates of an urban-oriented elitist approach stressing full-time schools and the proponents of a rural-oriented, egalitarian approach stressing half-work, half-study schools. The author shows how that controversy exacerbated the urban-rural tensions that were so clearly manifested during the Cultural Revolution. Professor Gardner is a political scientist and China specialist at the University of Manchester in England.

17. _____, and WILT IDEMA. "China's Educational Revolution." In Stuart R. Schram, ed., *Authority, Participation, and Cultural Change in China.* London: Cambridge University Press, 1973. Pp. 257–289.

Discusses the reform of education at all three major levels after the Cultural Revolution, tracing its impact on the organization of schools, their curriculum, and their student body and teaching force; also assesses the suitability of the new system in terms of China's developmental needs.

18. GOLDBERG, ROBERT. *Education in the People's Republic of China.* Racine, Wis.: The Johnson Foundation, 1973. 32 pp.

Report on the proceedings of the Wingspread Conference on Education in the People's Republic of China, held at the Johnson Foundation conference center in Racine, Wis., in April 1973. The conference brought together 30 persons (9 of whom had recently visited China), including academic specialists in Chinese studies and education as well as representatives of professional education associations, for a discussion aimed at assessing available information on the contemporary educational system in the PRC and identifying aspects of the system which particularly warrant further investigation and clarification.

19. HAWKINS, JOHN N. *Educational Theory in the People's Republic of China: The Report of Ch'ien Chun-pu.* Honolulu: University of Hawaii Press, 1971. 122 pp.

Translation, with commentary, of a 1950 policy report by a PRC official. The report was one of the first substantial theoretical statements on education released by the Chinese Communist authorities after their assumption of power in 1949. Professor Hawkins teaches comparative and international education at the University of California at Los Angeles and has written frequently on Chinese education.

20. _____. *Mao Tse-Tung and Education*. Hamden, Conn: Linnet Books, 1974. 260 pp.

Study of Mao's ideas related to education, derived from an examination of his writings between 1917 and 1973. Traces particularly the evolution of the Chinese leader's thinking on pedagogical goals and principles, the management of schools, curriculum content, teacher-student relationships, and education outside formal institutions.

21. "Higher Education in the Agricultural Sciences." In *Plant Studies in the People's Republic of China: A Trip Report of the American Plant Studies Delegation*. Washington: National Academy of Sciences, 1975. Pp. 14–18.

Records the information obtained by a dozen American plant scientists whose visit to China in 1974 was sponsored by the Committee on Scholarly Communication with the PRC. Includes brief comments on the organization of agricultural education, the process of student selection, and the curriculum in that area at the college level, as well as a profile of one particular college of agriculture visited by the group.

22. HEYNS, ROGER W. "Lessons from Red China: Conflict Resolution and Values Education." In *Yearbook 1975, Proceedings of the Twenty-seventh AACTE Annual Meeting*. Washington: American Association of Colleges of Teacher Education, 1975. Pp. 41–50.

Reflecting on his impressions during a trip to China in 1974, the President of the American Council on Education tells of the new perspectives he gained, particularly on the role that "values education" can play in reducing social conflicts and imparting a sense of meaning and purpose to individuals' lives.

23. HINTON, WILLIAM. *Hundred Day War: The Cultural Revolution at Tsinghua University*. New York: Monthly Review Press, 1972. 288 pp.

Account of events at China's leading technological university from spring 1966 to fall 1968, as reconstructed from indepth interviews with participants. The title refers to the period from late April through July 1968 when factional rivalries erupted into violent battles on the campus. The author is an American who lived and worked in China for several years in the early 1950's and returned to the country for 7 months in 1971.

24. HU, CHANG-TU, ed. *Chinese Education Under Communism* (2d ed.). New York: Teachers College Press, 1974. 229 pp.

Revised edition of a book originally published in 1962, including new material extending the coverage of Professor Hu's lengthy intro-

ductory essay on the historical evolution of the Chinese educational system through the Cultural Revolution period and into 1974. The greater part of the volume consists of the texts of 13 major Chinese documents related to education dated between 1937 and 1973. Dr. Hu is a specialist on Chinese education at Teachers College, Columbia University.

25. Hu, Shi Ming, and Eli Seifman, eds., *Toward a New World Outlook: A Documentary History of Education in the People's Republic of China.* New York: AMS Press, 1976. 335 pp.

Identifying seven distinct periods of educational development in China between 1949 and 1976, the editors offer a brief introductory essay characterizing each period and a group of documents illustrating its distinguishing features. The documents (89 in all) are mainly translations of materials published in the PRC, but they also include transcriptions of interviews and discussions made by the editors during trips to China in 1974 and 1975. Drs. Hu and Seifman are professors of Asian studies and education, respectively, at the State University of New York at Stony Brook.

26. Kessen, William, ed., *Childhood in China.* New Haven: Yale University Press, 1975. 241 pp.

Detailed report by a group of American specialists on early childhood development who visited China in November–December 1973 under the auspices of the Committee on Scholarly Communication with the PRC. Although observations are focused particularly on child-rearing practices at home and in nursery schools and kindergartens, the report also covers the group's impressions of primary and secondary education, based on visits to several schools at these levels.

27. Lehmann, Winfred P., ed., *Language and Linguistics in the People's Republic of China.* Austin: University of Texas Press, 1975. 168 pp.

Report by a delegation of American specialists in linguistics whose visit to the PRC in October–November 1974 was sponsored by the Committee on Scholarly Communication with the PRC. Includes information on theories and methodology involved in the teaching of Chinese, the languages of ethnic minority groups in China, and foreign languages (especially English), as well as material on more technical aspects of Chinese linguistics. Also contains a brief discussion of Chinese schools for the deaf.

28. Ling, Ken, *The Revenge of Heaven: Journal of a Young Chinese.* New York: G.P. Putnam's Sons, 1972. 413 pp.

Recounts the experiences of a schoolboy who joined the Red Guards at age 16 in summer 1966 and rose rapidly to become an important city official before becoming disillusioned and fleeing from China in July 1968. His story, told here in the first person, was reconstructed by a research team of Americans and Chinese from Ling's written account and over 300 hours of interviews.

29. MAUGER, PETER, et al., *Education in China*. London: Anglo-Chinese Educational Institute, 1974. 81 pp.

Brief characterizations of contemporary schools in the PRC from kindergarten through university levels, accompanied by an historical essay on education in China from imperial times through the Cultural Revolution period. The volume is the product of a cooperative effort by six Britishers, including four teachers from schools and colleges in England who traveled together to China in spring 1972.

30. MILTON, DAVID, and NANCY DALL MILTON. *The Wind Will Not Subside; Years in Revolutionary China—1964–1969*. New York: Pantheon Books, 1976. 397 pp.

Account of the Cultural Revolution from a virtually unique perspective—that of an American couple who were on the faculty of a Chinese college (the First Foreign Languages Institute in Peking) immediately prior to and throughout the active phase of this movement. Interspersed with the results of extensive documentary research are first-hand details of the campaign's affect upon students and teachers at the Institute, and of the personal involvement in the movement of the authors and their children, who attended Chinese schools and participated in Red Guard activities.

31. MUNRO, DONALD J. "Egalitarian Ideal and Educational Fact in Communist China." In John M. H. Lindbeck, ed., *China: Management of a Revolutionary Society*. Seattle: University of Washington Press, 1971. Pp. 256–301.

Examines in depth the various aspects and implications of the persistent contention in China between proponents of educational policies aimed primarily at facilitating social egalitarianism and supporters of measures stressing the training of high-level manpower to modernize the country. The author evaluates the advantages and disadvantages of each approach and assesses the changes introduced during the Cultural Revolution in the light of their probable impact on this issue. Professor Munro is a China specialist in the Department of Philosophy at the University of Michigan.

32. _____ . "Man, State, and School." In Michel Oksenberg, ed., *China's Developmental Experience*. New York: Praeger Publishers, 1973. Pp. 121–43.

Exploration of Chinese ideas regarding human nature, and how they affect the role of the state and its educational institutions.

33. ORLEANS, LEO A. "China's Science and Technology: Continuity and Innovation." In Joint Economic Committee, Congress of the United States, *People's Republic of China: An Economic Assessment*. Washington: U.S. Government Printing Office, 1972. Pp. 185–219.

Includes a discussion of the impact of the Cultural Revolution on education (particularly on higher educational programs for training scientific and technological specialists). Also offers estimates of the size

of China's manpower pool of primary, secondary, and higher education graduates as of 1970, based on statistical constructs developed by the author. Mr. Orleans is a China research specialist at the Library of Congress.

34. PINCUS, FRED L. *Education in the People's Republic of China.* Baltimore: Research Group One, 1975. 33 pp.

Report by an American professor of sociology who visited China in 1972 and 1974. In addition to describing the various types and levels of educational institutions and the prevailing pattern of educational philosophy and practice in China, the author comments at some length on the relationship of Chinese experiments and experience to serious social issues he sees reflected in the American educational system.

35. PRICE, R.F. *Education in Communist China* (rev. ed.). London: Routledge and Kegan Paul, 1975. 318 pp.

Updated version of an in-depth study of the Chinese educational system originally published in 1970. The last chapter has been revised and expanded to extend the coverage of the book an additional year (through 1969) on the basis of data available in the early 1970's. The author, a professor of comparative education at La Trobe University in Australia, was on the English-teaching faculty at the 2nd Foreign Languages Institute in Peking from 1965 to 1967.

36. PYE, A. KENNETH. "What Price Education?" In *China Encounter: A Duke Delegation's View of the People's Republic of China "from the Back of a Galloping Horse."* Durham: Duke University Press, 1972. Pp. 4–5.

The Dean of the Duke University Law School reports on his observations of Chinese schools and colleges during a trip in October–November 1975. He includes comments on some of the strengths and weaknesses of the Chinese system as he saw it.

37. *Report of the Canadian Education Delegation to the People's Republic of China, July 1–15, 1974.* Ottawa: Association of Universities and Colleges of Canada, 1974. 23 pp.

Report on Chinese universities and colleges based on information obtained by 13 visiting Canadian leaders in the field of higher education. The delegation, led by Nathan T. Nemetz, Chancellor of the University of British Columbia, included top-level officers of 10 other Canadian universities and the President and Executive Director of the Association of Universities and Colleges of Canada. The report discusses the general orientation, administrative governance, curriculum, teaching-learning methods, make-up of faculty and student body, and graduate studies and research program of the university sector, and also assesses the current status and future prospects of Canadian-Chinese exchanges of teachers and students.

38. *A Report: By the Delegation of the American Association of State Colleges and Universities on Their Trip to the People's Republic of China, April 1–21,*

1975. Washington: American Association of State Colleges and Universities, 1975. 33 pp.

Covers the delegation's impressions regarding primary and secondary schools as well as higher education, and includes a specific proposal for exchanges of faculty, students, and educational materials presented to the Chinese Minister of Education. The group was led by the President of the AASCU in 1975, Warren C. Lovinger of Central Missouri State College, and included the organization's Executive Director and the presidents of 21 other AASCU member institutions.

39. *Report of the Delegation of University and College Presidents to the People's Republic of China*. New York: National Committee on U.S.-China Relations, 1975. 13 pp.

Observations on the state of higher education in the PRC by a group of American university and college presidents who visited China in November 1974 under the sponsorship of the National Committee on U.S.-China Relations. Led by Roger W. Heyns of the American Council on Education, the delegation also included the then-current presidents of Ohio State, Princeton, Stanford, and Texas Southern Universities, the Universities of Michigan and California at Los Angeles, and Barnard, Carleton, and West Virginia Wesleyan colleges, as well as Nathan Pusey, former president of Harvard University. The report comments on the administration of universities, the structure and content of their courses, teaching methods, and the status of the faculty, as well as student recruitment, living conditions, and placement after graduation. It also poses some questions about the future of education in China and the implications of the Chinese experience for American society.

40. *Report of the Medical Delegation to the People's Republic of China*. Washington: National Academy of Sciences, 1973. 208 pp.

Observations of an American medical group that visited China in June–July 1973 under the auspices of the Committee on Scholarly Communication with the PRC. Includes comments on medical and dental education and the training of nurses and midwives, as well as a substantial account of Chinese programs in the field of child development and early childhood education.

41. RIDLEY, CHARLES PRICE, et al. *The Making of a Model Citizen in Communist China*. Stanford: Hoover Institution Press, 1971. 404 pp.

Study of the values, attitudes, and behavior patterns expected of exemplary children in the PRC, as indicated by an analysis of the contents of a set of Chinese language readers used in the first five school grades in the late 1950's and early 1960's. By three political scientists connected with the Hoover Institution at Stanford University.

42. SAWYER, F. DONALD, and TED WARD. "The Case of the Disappearing Distinction: Formal and Non-Formal Education in China." In Ted W. Ward and William Harzog, Jr., *Effective Learning in Non-Formal Education*. East Lansing: Michigan State University, 1974, pp. 324–71.

Examines the educational system in the PRC as an example of new ways to deal with various common concerns that engage the attention of educationists in all parts of the world—including, but not limited to, the establishment of an appropriate relationship between formal and nonformal instructional instrumentalities. By two researchers in the Institute for International Studies at Michigan State University's College of Education.

43. Science For The People. "Schools Since the Cultural Revolution." In Science for the People, *China: Science Walks on Two Legs*. New York: Avon Books, 1974. Pp. 165–214.

Detailed report on the Chinese approach to education and the way it is implemented in school and university programs, with special emphasis on instruction in science. Based on information obtained in visits to educational institutions in February 1973 by a 10-person delegation representing Science for the People, an organization of politically active American scientific workers.

44. Seybolt, Peter J., ed., *Revolutionary Education in China: Documents and Commentary*. White Plains, N.Y.: International Arts and Sciences Press, 1973. 408 pp.

Primarily a collection of selected education documents originally published in major PRC newspapers and journals, mainly from the Cultural Revolution period. Also includes a 55-page review by the editor of important educational developments from 1966 to the early 1970's. Dr. Seybolt is a University of Vermont professor who is the current editor of the translation journal *Chinese Education*.

45. Sidel, Ruth. *Women and Child Care in China*. New York: Hill and Wang, 1972. 207 pp.

This book by an American psychiatric social worker who has dealt extensively with preschool children includes substantial reportage on the data she gathered in visits to about a dozen Chinese nurseries and kindergartens in late 1971.

46. Sidel, Victor W., and Ruth. *Serve the People: Observations on Medicine in the People's Republic of China*. New York: Josiah Macy Foundation, 1973. 317 pp.

Study of the status of medicine and health care in the PRC by a husband-and-wife team (medical doctor and social worker, respectively) who made month-long visits to China in fall 1971 and again a year later. See especially the chapter entitled "Medical Education," pp. 111–26.

47. Swetz, Frank. *Mathematics Education in China*. Cambridge: M.I.T. Press, 1974. 364 pp.

Traces the history of the development of mathematics instruction in China from early times to the 1970's, with special emphasis on the reorientation of the teaching of the subject since 1949 and some of the

innovative approaches involved in that process. By a professor of mathematics at Pennsylvania State University's Capitol Campus in Middletown.

48. TAYLOR, ROBERT. *Education and University Enrollment Policies in China, 1949–1971.* Camberra: Australian National University Press, 1973. 56 pp.

Describes the evolution of the principles and procedures governing the selection of university students from the establishment of the PRC to the early 1970's, and relates Chinese policies in this area to other developments in the educational system during this period.

49. WATSON, ANDREW. "Education and culture." In Andrew Watson, *Living in China.* Totawa, N.J.: Rowman and Littlefield, 1975. Pp. 122–160.

Discusses the policies and problems that became the background for educational changes during the Cultural Revolution, and the nature of the resulting new reforms instituted at primary, secondary, and higher educational levels. By an Englishman who taught at the Foreign Languages Institute in Sian in northwest China in 1965–66 and later revisited the country in 1971.

50. WILSON, J. TUZO. *Unglazed China.* New York: Saturday Review Press, 1973. 336 pp.

Includes impressions of several major Chinese universities, stressing particularly the role played in China's modernization by science education and research policies. By a Canadian geophysicist who is able to compare his observations in 1972 with those made during an earlier visit to the PRC in 1958.

Material in Periodicals

51. ALLEN, GEOFFREY. "Combining Mental and Manual Labor." *Times Higher Education Supplement* [Great Britain]: no. 93 (July 27, 1973), p. 12.

A professor of chemical physics at Manchester University in England reports on his visits in 1973 to two leading universities in China, focusing particularly on their programs in the chemistry field.

52. BARENDSEN, ROBERT D. "Mao's Educational Revolution." *American Education,* vol. 8, no. 4 (May 1972), pp. 4–13.

Reviews the problems that precipitated the "educational revolution" of the late 1960's and explains how the new policies and practices emerging in its wake were attempting to resolve these issues in the early 1970's.

53. BATDORF, LUKE L., and TERESA MACNEIL. "The Making of a Responsible Person." *Convergence: An International Journal of Adult Education* [Canada]: vol. 7, no. 3 (1974), pp. 14-17.

Brief comments on the emphasis on life-long learning that permeates the Chinese educational system, as viewed by a husband-and-wife team

of Canadian professors of adult education who visited the PRC in March 1974 with a group organized by the Canadian Association for Adult Education.

54. Benn, Caroline. "'All Our Children Can be Bright.'" *Times Educational Supplement* [Great Britain]: no. 2946 (Nov. 5, 1971), pp. 20, 57.

A British educationist reports on her visits to Chinese primary schools in fall 1971, making frequent comparisons between the theories and practices governing their operation and the pedagogical approaches then in vogue in England.

55. _____. "'All Who Wish May Come.'" *Times Educational Supplement* [Great Britain]: no. 2947 (Nov. 12, 1971), pp. 18, 59.

An Englishwoman's observations on secondary schools in China in 1971. She notes particularly the experimental variations in curriculum and length of courses in urban and rural schools, which were an especially marked feature of the educational scene at that time.

56. _____. "'Children of Workers Come First.'" *Times Educational Supplement* [Great Britain]: no. 2948 (Nov. 19, 1971), p. 18.

Third (and last) article in a series (see items no. 54 and 55). Conveys the author's impressions of policies and institutions at the higher education level.

57. Berger, Roland. "Medical Training in China." *Eastern Horizon* [Hong Kong]: vol. 12, no. 1 (1973), pp. 28–36.

Account of the gradual evolution of changes in medical education stemming from the Cultural Revolution. Based on material gathered on successive visits to medical colleges in 1967, 1968, 1970, and 1971.

58. Bowen, William G. "Some Questions About Higher Education in China." *University: A Princeton Quarterly*: no. 64 (spring 1975), pp. 7–9.

The president of Princeton University, who visited the PRC with a group of American college heads in fall 1974, expresses concern about the quantitative and qualitative adequacy of China's higher education system when measured against the country's future needs.

59. Boyer, Ernest. "Reflections on Chinese Education." *IIE Reports*: (October 1975), pp. 1–2.

A prominent educator who was Chancellor of the State University of New York (SUNY) when he visited China in 1975 shares some of his reactions to the Chinese educational system, devoting particular attention to higher education and students' productive work activities.

60. Brown, Godfrey. "Contradictions Remain at Peking University." *Times Higher Education Supplement* [Great Britain]: no. 209 (Oct. 24, 1975), p. 27.

A professor of education at the University of Keele who led a group of British educationists on a China tour in 1975 describes his visit to

the campus of Peking University. His exchange of views with his Chinese hosts on the role of a university in society is of special interest.

61. _____ . "For Chairman and Country." *Times Education Supplement* [Great Britain]: no. 3154 (Nov. 14, 1975), p. 33.

Professor Brown reflects on some of the basic questions regarding educational ends and means arising out of his experiences during his 1975 visit to China.

62. BUCK, DAVID D. "Cities and Education in Modern China." *Comparative Education* [Great Britain]: vol. 11, no. 1 (March 1975), pp. 73–83.

In this article the author views the current Chinese emphasis on strengthening rural education (and particularly the policy of sending secondary school and college graduates to the countryside for extended periods) as a major attempt to break the influence of urban-centered schooling, which in China has historically been solidly bourgeois in orientation. By a professor of history at the University of Wisconsin.

63. CALDWELL, BETTYE. "The Little Apple: How China's Kindergartners Grow." *Instructor:* vol. 83, no. 10 (June/July 1974), pp. 42–44.

Report on kindergarten programs by one of the members of an American delegation of early childhood education specialists that visited two dozen schools during a fall 1973 trip to China.

64. CASELLA, ALEXANDER. "Recent Developments in China's University Recruitment System." *China Quarterly* [Great Britain]: no. 62 (June 1975), pp. 297–301.

Report on some of the procedures for selecting university students in use in 1970 and 1971—arrangements which are essentially similar throughout the country but vary in some details from place to place. By a scholar from the Graduate Institute of International Studies in Geneva (Switzerland) who has visited the PRC several times in recent years.

65. CHAN, CHI-CHAO. "Medical Education in Mainland China." *Journal of Medical Education:* vol. 47, no. 5 (May 1972), pp. 327–332.

Deals primarily with medical education prior to the Cultural Revolution, as experienced by the author (now in the United States) when she was a student at Chung Shan Medical College in Canton in the 1961–67 period.

66. CHANG, PARRIS H. "The Cultural Revolution and Chinese Higher Education: Change and Controversy." *Journal of General Education:* vol. 26, no. 3 (fall 1974), pp. 187–94.

Based partly on research in Chinese materials and partly on observations during trips to China in late 1972 and early 1974, this article focusses particularly on controversies that emerged in the early 1970's regarding higher education policies. The author is a China specialist at Pennsylvania State University.

67. CHEN, THEODORE HSI-EN. "The Maoist Model of Education: Origins and Ideology." *Asian Affairs: An American Review*, vol. 3, no. 6 (July/August 1976), pp. 384–400.

Recapitulates China's disappointing experience with successive borrowings from Japanese, American, European, and (in the 1950's) Soviet educational models as background for a discussion of the main principles underlying the new approach developed by Mao Tse-tung and implemented during the Cultural Revolution.

68. _____. "The Maoist Model of Education: Theory in Practice." *Asian Affairs: An American Review*: vol. 4, no. 1 (September/October 1976), pp. 41–61.

In this sequel to his article in the preceding issue of the same journal (see item no. 67), Dr. Chen describes the conduct of educational work in China in the mid-1970's with special emphasis on informal and nonformal techniques and instrumentalities. He also suggests criteria and perspectives appropriate for evaluating the effectiveness of the current system.

69. _____. "The Revolutionary Character of Maoist Education." *Current History*: vol. 65, no. 385 (September 1973), pp. 124–128.

Describes how Mao Tse-tung's educational ideas are being utilized in diverse forms of schools in an attempt to mold a selfless Socialist "new man."

70. CHENG, TSUNG O., et al. "Medical Education and Practice in the People's Republic of China." *Annals of Internal Medicine*: vol. 83, no. 5 (November 1975), pp. 716–724.

Relatively detailed account of salient aspects of the medical education system, including comments on training ancillary medical personnel. Also provides a checklist of related reports by other recent foreign observers of the Chinese medical scene. The authors were members of an American medical delegation that visited China in April–May 1975.

71. *China Reconstructs.*

This monthly magazine, published in Peking for foreign readers by the China Welfare Institute, a quasi-governmental organization, contains frequent articles on aspects of education, so numerous that it would be impracticable to cite them individually in a bibliography of this kind. Sets of the magazine are available in many major libraries in the United States and other English-speaking countries and should be scanned by persons interested in informing themselves on the image of China's educational system that the Chinese authorities wish to convey to the outside world.

72. *Chinese Education.*

This quarterly journal, published by the International Arts and Sciences Press in White Plains, N.Y., since 1968, is the only periodical in English devoted exclusively to education in China. Although its basic

purpose is to provide translations of selected important educational reports and documents published inside the PRC, the journal also carries occasional original articles and notes on Chinese education.

73. CHU, JAMES C.Y., and WILLIAM FANG. "The Training of Journalists in Communist China." *Journalism Quarterly:* vol. 49, no. 3 (autumn 1972), pp. 489–497.

Survey of journalism education in the universities and on-the-job training, from the 1930's to the post-Cultural Revolution period; based primarily on source material published in China. By a professor at California State University at Chico and a graduate student at Southern Illinois University.

74. CLEVERLEY, JOHN. "China's Succession Battle Stirs Higher Education Debate." *Change: The Magazine of Higher Learning;* vol. 8, no. 5 (June 1976), pp. 15–17.

A member of the education faculty at the University of Sydney (Australia) who visited the PRC in 1972 and again in 1976 reports on criticisms by high-level Chinese education officials of the current quality of university education—charges which precipitated an intense debate over higher education policies in 1975 and early 1976.

75. _____. "Radicals Will Press Ahead With Plans for Cementing Work-Study Links." *Times Educational Supplement* [Great Britain]: no. 3179 (May 7, 1976), p. 20.

Professor Cleverley reports on various aspects of the educational environment as he observed them during early 1976, pointing out areas of change and continuity since his 1972 visit.

76. CORNING, GERALD. "An Aeronautical Visit to China." *Astronautics & Aeronautics:* vol. 12, no. 4 (April 1974), pp. 16–19.

Detailed report on the Peking Aeronautical Institute, the leading aeronautical engineering college in China, by a professor of aerospace engineering from the University of Maryland who visited it in early 1974.

77. CUNNINGHAM, R.G. "Science and Technology Education: Mao's Priorities, Policies, and Results." *Journal of General Education:* vol. 26, no. 3 (fall 1974), pp. 249–256.

Shows how the low priority placed on advanced training in the sciences and technology in China's universities reflects Mao's basic approach to educational policy. By a vice president of Pennsylvania State University who visited the PRC in early 1974.

78. DIGAN, PARIC. "Education in China, 1966–1971." *Studies: An Irish Quarterly Review* [Ireland]: vol. 60, nos. 239–40 (autumn–winter 1971), pp. 347–358.

An Irish researcher uses both Chinese documentation and foreign secondary sources to survey the changes in education during the 5 years following the initiation of the Cultural Revolution.

79. DIMOND, E. GREY. "Medical Education and Care in the People's Republic of China." *JAMA:* vol. 218, no. 10 (December 1971), pp. 1552–1557.

This report in the journal of the American Medical Association, by an American medical educator who visited China in 1971, includes a discussion of the post-Cultural Revolution changes in medical schooling as they had evolved by fall of that year.

80. _____ . "Medical School Curriculum in the People's Republic of China." *JAMA:* vol. 236, no. 13 (September 1976), pp. 1489–1491.

Detailed report on the curriculum at one leading medical college, with additional comments on required qualifications of student candidates, admission procedures, and assignment of graduates. Based on the author's fourth visit to China, in February 1976, with a group of faculty and students from the School of Medicine at the University of Missouri at Kansas City.

81. DOLLAR, BRUCE. "Child Care in China." *Saturday Review of Education:* vol. 1, no. 4 (May 1973), pp. 29–33.

An American visitor's comments on the theory and practice of institutionalized child care in China, based largely on observations of activities and conversations with staff members at several nursery schools and kindergartens.

82. DOUGLAS, RUTH. "Elementary School Experience in the People's Republic of China." *Delta Kappa Gamma Bulletin:* vol. 42, no. 3 (spring 1976), pp. 53–57.

An American child psychologist describes classroom activities and other features of the program in a Canton primary school she visited during the 1975–76 school year.

83. DOW, MARGUERITE R. "The Cultural Revolution and China's Educational System." *International Education:* vol. 3, no. 2 (spring 1974), pp. 14–23.

Information drawn from the notes taken by a Canadian professor of education who toured China in June 1972 with a group organized by the University of Toronto. Touches on a wide variety of aspects of the programs at Chinese universities and secondary schools visited on the trip.

84. _____ . "The Influence of the Cultural Revolution on the Teaching of English in the People's Republic of China." *English Language Teaching Journal* [Great Britain]: vol. 29, no. 3 (April 1975), pp. 253–263.

Comments on diverse aspects of the educational scene, with special emphasis on observations of English classes at several levels.

85. The EDITOR. "Recent Developments in Chinese Education." *Current Scene: Developments in Mainland China* [Hong Kong]: vol. 10, no. 7 (July 1972), pp. 1–6.

The editor of this "China-watching" magazine published by the U.S. Information Service in Hong Kong describes and analyzes the significance of major educational policy trends in the PRC from late 1971 to mid-1972.

86. The Editors, et al. "The Continuing Revolution in Education." *New China:* vol. 1, no. 4 (January 1976), pp. 13–26.

Five "mini-articles" under one overall title summarize the effects of the Cultural Revolution on education, describe programs at day care centers, nurseries, and kindergartens, and give accounts of students' labor experiences at two college-level institutions. The authors, including a Britisher and a Canadian citizen, have all visited the PRC, and two have studied or taught there.

87. "Education Debate Revived." *Current Scene: Developments in the People's Republic of China* [Hong Kong]: vol. 14, no. 1 (January 1976), pp. 17–20.

Discusses the criticisms of higher education policies which surfaced in PRC "educational circles" in late fall and early winter of 1975–76, and the efforts in the official Chinese press during this period to refute these criticisms and defend the changes adopted during the Cultural Revolution.

88. Eren, Nuri. "Higher Education in China Today." *Centre Report:* vol. 6, no. 5 (December 1973), pp. 12–14.

Account of a 1973 visit to Peking University by the Turkish Ambassador to the PRC; also observations on university administration, makeup of student body, teaching staff, and other aspects of the institution.

89. Esposito, Bruce J. "Medical Education in the People's Republic of China." *Asia Quarterly* [Belgium]: [vol.] 1974, no. 1, pp. 3–16.

Based primarily on reports in the Chinese mass media, this article outlines major developments in medical education during the Cultural Revolution period and into the early 1970's.

90. Fraser, Stewart E. "China at School and Play." *Phi Delta Kappan:* vol. 56, no. 8 (April 1975), pp. 528–531.

A professor of comparative education at Peabody College in Nashville describes several schools, from nursery to secondary level, which he visited as one of 25 American educators who toured China in March 1974 in a group organized by Phi Delta Kappa.

91. _____. "Notes on Policy Formulation Process in China and Differential Levels of Educational Responsibility." *Viewpoints:* vol. 51, no. 3 (May 1975), pp. 87–107.

Description of the roles of the various levels of agencies involved in educational administration, from the State Council (Cabinet) down to the "Revolutionary Committees" in schools and colleges, with special emphasis on the functions of these latter Committees responsible for

the day-by-day operation of individual institutions. Based largely on material gathered by the author during a visit to China in 1974.

92. _____ . "Sino-Soviet Educational Relations: A Recent Episode." *School and Society:* vol. 100, no. 2338 (January 1972), pp. 54–58.

Account of the collapse in fall 1966 of the once-active educational exchanges between the U.S.S.R. and the PRC, emphasizing the deep bitterness and distrust on both sides which marked the termination of the program.

93. _____ , and JOHN N. HAWKINS. "Chinese Education: Revolution and Development." *Phi Delta Kappan:* vol. 53, no. 8 (April 1972), pp. 487–500.

Detailed survey of educational developments in China from 1949 through 1971, focusing particularly on events during the Cultural Revolution period and the shape of the new system emerging in the early 1970's. Partially based on co-author Hawkins' visits to Chinese schools and colleges in December–January 1971–72.

94. FROLIC, B. MICHAEL. "A Visit to Peking University—What the Cultural Revolution Was All About." *New York Times Magazine:* Oct. 24, 1971, pp. 29, 115–123, 128–129.

The "new look" at China's leading university in 1971, described largely in terms of lengthy direct quotations from briefings by university authorities presented for the author (a professor of political science at York University in Toronto) and other Canadians during a visit to the campus in the summer of that year.

95. GALSTON, ARTHUR W. "The University in China." *Bio Science:* vol. 22, no. 4 (April 1972), pp. 217–220.

The author, a professor at Yale, was one of the first American academics to visit China (in May 1971) after the reopening of Sino-American contacts earlier that spring. Here he comments briefly on university organization and governance, student selection and living conditions, and other aspects of the higher education scene at that time.

96. GAMBERG, RUTH, et al. "Educational Revolution and Socialist Transition in China." *Australian and New Zealand Journal of Sociology* [Australia]: vol. 12, no. 1 (February 1976), pp. 50–56.

Interprets the current Chinese educational policies stressing ideological instruction as being primarily directed toward strengthening the "socialist value system" and precluding the emergence of a new elite committed to Soviet-type "revisionism." By three faculty members at Dalhousie University in Canada.

97. GINSBURG, PHILIP E. "Development and the Educational Process in China." *Current Scene: Developments in the People's Republic of China* [Hong Kong]: vol. 14, no. 3 (March 1976), pp. 1–12.

A political scientist China specialist at the University of New Hampshire examines the new teaching-learning methods and teacher-student relationships at the higher education level called for by the Cultural Revolution reforms. He also questions whether the contemporary corps of college teachers, trained mainly in the 1950's or earlier, are capable of implementing them.

98. GOODSTADT, LEO. "The Moment of Truth for China's Extremists." *Far Eastern Economic Review* [Hong Kong]: vol. 90, no. 52 (Dec. 26, 1975), pp. 26–28.

Review of educational developments in the PRC in 1975, with some background on the highlights of events in this area during the previous 2–3 years.

99. GUPTA, KRISHNA PRAKASH. "Liberal Arts Education in China." *China Report* [India]: vol. 7, no. 5 (September–October 1971), pp. 18–25.

Report (derived from material in the Chinese mass media) of the state of the arts and humanities in the university environment of the early post-Cultural Revolution years. By a professor of Chinese studies at the University of Delhi.

100. _____ . "'Society as a Factory': The Maoist Approach to Social Sciences." *China Report* [India]: vol. 8, no. 3 (May–June 1972), pp. 36–57.

Analyzes the Maoist conception of the social sciences and assesses its consequences in terms of the current status and future prospects of education and research in that subject area.

101. HAMMOND, JONATHAN. "Chinese Pupils Learn to 'Serve the People'." *Teacher* [Great Britain]: vol. 23, no. 5 (Dec. 21, 1973), p. 9.

British educator's report on his visit to a primary school in Nanking in 1973. Discusses curriculum, teaching methods, and other aspects of the school program.

102. HAWKINS, JOHN N. "Deschooling Society Chinese Style: Alternative Forms of Non-Formal Education." *Educational Studies:* vol. 4, no. 3 (fall 1973), pp. 113–123.

Combining the results of documentary research with information elicited during a 1972 visit to China, a professor of education at the University of California at Los Angeles discusses a panoply of informal techniques and instrumentalities that are increasingly being used by the Chinese as supplements and substitutes for traditional institutionalized schooling.

103. _____ . "Family Planning Education and Health Care Delivery in the People's Republic of China: Implications for Educational Alternatives." *Comparative Education Review:* vol. 20, no. 2 (June 1976), pp. 151–164.

Examines the family planning program of the PRC health care network as a case study of the role of alternative non-formal educational instrumentalities in achieving specific social goals. Based in part on material collected by the author in China in 1971.

104. _____. "Mao Tse-tung and Bureaucracy: the May Seventh Cadre Schools." *Journal of Continuing Education and Training;* vol. 1, no. 4 (May 1972), pp. 259–266.

Describes the special short-term schools designed to bolster the ideological orientation of Government and Communist Party functionaries.

105. Ho, Thomas C. K. "Educational Revolution in the People's Republic of China." *Contemporary Education;* vol. 45, no. 3 (spring 1974), pp. 170–173.

Brief comments on the orientation, control, and content of educational work in China by a professor of education at Seton Hall University who visited the country in 1972.

106. Hook, Brian. "China Revamps Its Education." *New Society* [Great Britain]; vol. 18, no. 457 (July 1, 1971), pp. 12–14.

A professor of Chinese studies at Leeds University in England examines the post-Cultural Revolution changes in the Chinese educational system that had materialized by early 1971, stressing particularly the importance of the relocation of higher education facilities in rural areas and the broadening of local community involvement in the management of schools at all levels.

107. Hsueh, Chun-Tu. "Political Science Education in China." *Asian Forum;* vol. 5, no. 4 (October-December 1973), pp. 70–74.

A political scientist at the University of Maryland reports briefly on information obtained during a visit to China in fall 1971, with special emphasis on the status of education in his field at two leading Chinese universities.

108. Hu, C. T. "Chinese People's University: Bastion of Marxism-Leninism." *World Yearbook of Education* [Great Britain]; [vol.] 1972–73 (1972), pp. 63–74.

Profile of the unique university which specialized in training Party and Government functionaries and served as something of a model new-style institution of higher education in the period from 1950 to the Cultural Revolution. By a professor at Columbia University.

109. _____. "Education in China: Redness Versus Expertise." *Perspectives on Education;* vol. 6, no. 2 (spring 1973), pp. 20–29.

Includes a summary of Mao Tse-tung's ideas on education, a review of the main trends in educational development prior to the Cultural Revolution, a recapping of the principal educational events of the Cultural Revolution period, and some brief general observations stemming from the author's visit to China in 1972.

110. Hu, Sen Ming, and Eli Seifman. "Medical Education in China." *American Journal of Chinese Medicine:* vol. 4, no. 3 (autumn 1976), pp. 207–210.

Brief review of the main new directions and emphases in medical and health work after the Cultural Revolution, followed by a lengthy transcript, made by the authors in 1974, of a briefing and question session for foreign visitors at one of China's leading medical colleges. By two professors at State University of New York at Stony Brook.

111. _____ . "A Question of World Outlook: Interviews with Chinese Middle School Graduates." *Asian Affairs* [Great Britain]: vol. 62, part 1 (February 1975), pp. 3–36.

Transcripts (in question-and-answer form) of interviews with two youths from mainland China concerning their secondary school experiences in the PRC. The interviews were conducted by Professor Hu in Hong Kong in 1973–74.

112. _____ . "Socialist New Things in Chinese Education." *Asian Affairs* [Great Britain]: vol. 62, part 3 (October 1975), pp. 307–316.

Edited transcripts of the general briefings provided for members of a visiting U.S.-China People's Friendship Association group in November 1974 by spokesmen at a primary school, a secondary school, and Peking University.

113. Hunt, R. C. "Change in Higher Education in the People's Republic of China." *Higher Education* [Netherlands]: vol. 4, no. 1 (February 1975), pp. 45–59.

Review of higher education development since 1949, with emphasis on changes after the Cultural Revolution in regard to admissions policies, duration of courses, methods of combining theory and practice, and teacher-student relationships. By a professor of Chinese studies in a New Zealand university who taught at the Peking Foreign Languages Institute in the mid-1970's.

114. Hunter, Neale. "Chinese Education for Total Class Integration." *New York University Education Quarterly:* vol. 3, no. 2 (spring 1972), pp. 13–18.

An Australian who was teaching English in China at the outset of the Cultural Revolution in the mid-1960's explains the educational dimension of that movement as a vital last-ditch effort to eliminate the persistent, divisive vestiges of elitism and bureaucracy in order to establish a one-class society with a unified ideological viewpoint.

115. Jeffrey, Inez C., and Lucile Lindberg. "Visit to a Nursery School/Kindergarten in the People's Republic of China." *Childhood Education:* vol. 51, no. 2 (November-December 1974), pp. 83–86.

Brief observations by two childhood education specialists on the course of studies at a group of nurseries and kindergartens visited in Shanghai.

116. Joly, Roxee W. "First Look at Education, Schools in the People's Republic of China." *NASSP Bulletin:* vol. 57, no. 377 (December 1973), pp. 66–85.

Gives examples of how changes stemming from the Cultural Revolution are reflected in the programs of schools at primary, secondary, and tertiary levels. Material is gleaned from the notes of a New York City high school principal who toured China in August 1973 with an educators' delegation sponsored by the National Education Association and the National Committee on U.S.-China Relations.

117. "Journalism Training at Peking University." *Asian Messenger* [Hong Kong]: vol. 1, no. 1 (winter 1975), p. 13.

Brief sketch of the course in journalism at one of China's leading universities.

118. Katz, Arnold M. "Medical Education in China, 1973—Service to the People." *Pharos:* vol. 36, no. 4 (October 1973), pp. 139–141, 151.

Observations by an American professor of medicine regarding curriculum content, classroom and laboratory work, teaching materials, and composition of the student body at medical schools visited in Shanghai and Canton.

119. Kellogg, Elizabeth T. "Education in China Today." *Outlook:* no. 16 (summer 1975), pp. 1–88.

An American teacher specializing in early childhood education reports on her visits to Chinese schools in April 1974. The account is particularly detailed on kindergarten programs and is profusely illustrated with photographs taken by the author.

120. Kessen, William. "An American Glimpse of the Children of China: Report of a Visit." *SSRC Items:* vol. 28, no. 3 (September 1974), pp. 41–44.

Brief observations (mainly on kindergarten classrooms) by the head of a delegation of American specialists on childhood education that visited China in late 1973. He notes especially the pervasiveness of ideological messages, the orderliness of the classroom, the stress on practicality of instruction, and the emphasis on selflessness and service.

121. Kong, Shiu L. "China Educates the People-ocean." *Canadian and International Education* [Canada]: vol. 3, no. 1 (June 1974), pp. 4–14.

A professor of education at the University of Toronto discusses new features of the Chinese educational system he observed during an extended visit in the early 1970's, and relates them to the educational ideas of Mao Tse-tung, Sun Yat-sen, and other influential Chinese intellectuals of the earlier periods of the 20th century.

122. Lee, H. P. "Education and Rural Development in China Today." *World Yearbook of Education* [Great Britain]: [vol.] 1974 (1973), pp. 209–233.

Survey of some of the educational programs undertaken in China since 1949 which were designed particularly to transform and modernize the rural areas. Focuses special attention on literacy and ideological education, technical training in agriculture, and instruction in health-related fields.

123. LIN, CHEN. "Politics and Educational Development in China: Patterns of Change and Continuity, 1949-1973." *Asian Forum:* vol. 5, no. 4 (October–December 1973), pp. 21–33.

A professor of political science at Furman University interprets the frequently fluctuating emphases in Chinese education between 1949 and 1973 as reflecting efforts to work out a policy "mix" that would overcome the essentially contradictory nature of the twin goals of promoting social revolution and facilitating economic development.

124. LIU, W. H. "The Dialectical Materialist Approach to University Administration in Peking's Post-Cultural Revolution Era." *Journal of Educational Administration and History* [Great Britain]: vol. 8, no. 1 (January 1976), pp. 37–44.

A scholar at Edinburgh University describes the various newly formed committees that assumed administrative and policymaking functions in Chinese universities during the early 1970's and their role in changing the orientation of these institutions.

125. LUBKIN, GLORIA B. "Physics in China." *Physics Today:* vol. 25, no. 12 (December 1972), pp. 23–28.

Report by one of the magazine's editors based on interviews with seven physicists from the United States who visited the PRC in 1971-72. Describes the physics program at three leading universities, as well as several major research institutes in that field.

126. LUCAS, CHRISTOPHER J. "Adult Education in the People's Republic of China." *Adult Education:* vol. 26, no. 3 (spring 1976), pp. 143–156.

An American professor of education who visited China in summer 1975 traces the development of the instrumentalities for political, academic, and occupational education for adults from the Yenan period in the 1930's to the mid-1970's, stressing the role of informal activities organized at the workplace and in residential neighborhoods.

127. _____. "Maoist Pedagogy: On Combining Learning and Labor." *Journal of Industrial Teacher Education:* vol. 11, no. 3 (spring 1974), pp. 79–84.

Discusses the theories and practices involved in China's multifaceted efforts to combine learning and physical work throughout the educational system.

128. MACHETZKI, RUDIGER. "China's Education Since the Cultural Revolution." *Political Quarterly* [Great Britain]: vol. 45, no. 1 (January 1974), pp. 58–74.

Reviews the causes, course of events, and principal effects of the Cultural Revolution in the educational sector from 1966 to 1973. By a European specialist on China, based in Hamburg.

129. MAGNER, THOMAS F. "The Study of Foreign Languages in China." *Modern Language Journal*: vol. 58, no. 8 (December 1974), pp. 384–391.

An American professor of Slavic languages discusses the teaching methods, textbooks, and curriculums used in school and college courses in foreign languages (and Chinese dialects). His remarks are based on observations during a February 1974 trip to the PRC, supplemented by material from published Chinese commentaries on language teaching.

130. MANN, MARION. "Medical Education in the People's Republic of China." *Journal of the National Medical Association*: vol. 65, no. 1 (January 1973), pp. 8–10.

The Dean of the Howard University College of Medicine, who visited China in fall 1972 with a delegation from the National Medical Association, reports on the program at one leading medical university (Chung Shan Medical College in Canton).

131. MARETT, PAUL and VALERIE. "China's Revolution in Education." *Education for Teaching* [Great Britain]: no. 88 (summer 1972), pp. 36–40.

Comments by two British educators who visited the PRC in 1971 and 1972 concerning the new patterns of institutional structures, curriculums, and policy approaches emerging in the wake of the Cultural Revolution.

132. MARTIN, ROBERTA. "Socialization of Children in China and on Taiwan: An Analysis of Elementary School Textbooks." *China Quarterly* [Great Britain]: no. 62 (June 1975), pp. 242–262.

Comparison of the attitudes, values, and behavior patterns of "model" children in the PRC and in Taiwan, as indicated by an analysis of the contents of language readers used in elementary schools of the two areas. By a graduate student at Columbia University specializing in Chinese studies.

133. MAUGER, PETER. "Community Involvement in Chinese Education." *Forum for the Discussion of New Trends in Education* [Great Britain]: vol. 17, no. 1 (autumn 1974), pp. 26–29.

A professor at a college of education in England who visited China in 1972 comments on his observations, with special emphasis on the role of representatives of the workers and peasants in running local schools and selecting students for university training.

134. MCCORMICK, ROBERT. "'Revolution in Education' [illegible] tees." *China Quarterly* [Great Britain]: no. 57 (January–March [illegible]), pp. 133–39.

Describes the organization and operational methods of the special committees set up in Chinese schools at all levels to foster innovative reforms; also gives some examples of the type of changes instituted by such groups. By a faculty member of the Open University in England who visited the PRC in March 1973.

135. METZNER, SEYMOUR, and VICKI F. SHARP. "Education in China and the Death of Creativity." *Phi Delta Kappan*: vol. 55, no. 4 (December 1973), pp. 265–266.

Two California educators see the Chinese educational system of the early 1970's as a restrictive road to a "sterile, stagnant society," but they express confidence that a relaxation to release initiative will become necessary in the not-too-distant future.

136. MILTON, DAVID. "China's Long March to Universal Education." *Urban Review*: vol. 5, No. 5 (May 1972), pp. 3–9.

An American who taught English in the PRC from 1964 to 1969 and sent his children to Chinese schools provides an eye-witness account of the educational changes adopted during the critical years of the Cultural Revolution, with references to the historical background and social conditions which gave rise to these changes.

137. MUNRO, DONALD J. "The Malleability of Man in Chinese Marxism." *China Quarterly* [Great Britain]: no. 48 (October-December 1971), pp. 609–640.

Analysis of the Maoist viewpoint on the susceptibility to change of human nature and the effect of that view on educational theory and practice in the PRC. The author is an American academic specialist on China.

138. "NEA Team Studies Red China Schools." *NEA Reporter*: vol. 12, no. 5 (October 1973), p. 10.

Brief interview, in question-and-answer form, reporting comments by several members of a group of educators organized by the National Education Association for a short study tour of Chinese schools in summer 1973.

139. NEIDERBERGER, ROBERT J. "A Visit to Secondary Schools in the People's Republic of China." *Social Science Record*: vol. 11, no. 3 (spring 1974), pp. 47-50.

Report on visits to two urban "middle" schools, with information on their academic and productive labor programs. By a professor of education at the State University of New York at Albany who went to China in July 1973 with a group organized by the New York State Education Department.

140. "A New Inner Struggle? Higher Education." *China News Analysis* [Hong Kong]: no. 931 (Aug. 24, 1973), pp. 1–7.

A "China-watching" newsletter published in Hong Kong reviews evidence in the PRC mass media in mid-1973 indicating that radical

elements were at that time mounting efforts to reverse the watering-down of the Cultural Revolution reforms in higher education policies that had gradually emerged in the early 1970's.

141. OLIVER, MICHAEL. "Chinese Universities Completely Changed Since Cultural Revolution." *University Affairs* [Canada]: vol. 15, no. 10 (December 1974), pp. 14–15.

Comments on admission policies, instructional programs (including those at postgraduate level), and other aspects of the university system. By the president of Carleton University in Ottawa, a member of a high-level Canadian educational delegation that visited China in mid-1974.

142. *Peking Review.*

This weekly magazine published in Peking for foreign readers carries many items related to education, including original articles as well as translations of official Government and Communist Party documents or articles which first appeared in domestic newspapers and magazines inside China. Contains a semi-annual subject index.

143. PENN, LOUIS. "The Real Enemy Fires Sugar-Coated Bullets." *Times Higher Education Supplement* [Great Britain]: no. 75 (Mar. 23, 1973), p. 10.

Discusses the educational changes stemming from the Cultural Revolution and the modifications of some of these changes in the early 1970's, as reflections of a continuing contention in China between socialist and capitalist ideas.

144. PINCUS, FRED L. "Higher Education in the People's Republic of China." *Edcentric:* no. 35 (July-August 1975), pp. 16-17, 21.

An American sociologist who visited China in 1972 and 1974 reports on his observations of higher education, illustrating how aspects of the program at that level are directed toward preparing students for selfless social service.

145. PRICE, RONALD F. "The Classroom in China: Bourgeois or Proletarian?" *Aspects of Education* [Great Britain]: no. 14 (1972), pp. 109–125.

By a professor of comparative education at La Trobe University in Australia who taught English at the 2nd Foreign Languages Institute in Peking between 1965 and 1967. Here he draws on his observations in China to paint a word-picture of a composite "average" primary school in a rural area and a primary-secondary school in a city, describing in detail their physical plants and curriculums and characterizing the typical student body and teaching force in such schools.

146. _____. "'Community and School', and Education in the People's Republic of China." *Comparative Education* [Great Britain]: vol. 12, no. 2 (June 1976), pp. 163–74.

Professor Price examines Chinese experiments with involvement of the "masses" in running educational institutions, using this experience

as a "case study" of an effort to build a close relationship between schools and the community they serve.

147. _____ . "Continuity and Change in Chinese Education." *Asia Quarterly* [Belgium]: [vol.] 1975, no. 2 (1975), pp. 127–151.

Compares the educational system in China following the Cultural Revolution with that existing in earlier periods (both before and after 1949). Finds elements of both continuity and change, resulting in a contemporary system that is not really "new" but exhibits several potentially important areas of innovation.

148. _____ . "English Teaching in China (Changes in Teaching Methods, 1960-66)." *English Language Teaching* [Great Britain]: vol. 26, no. 1 (October 1972), pp. 71–85.

Account of efforts to modernize the teaching of English in China in the early 1960's (written by a foreigner who participated in the process). Includes a number of excerpts from typical teaching materials.

149. _____ . "Labour and Education in Russia and China." *Comparative Education* [Great Britain]: vol. 10, no. 1 (March 1974), pp. 13–23.

Illustrates and analyzes the contrasting practices and purposes involved in "combining productive labour with education" as that concept has materialized in the PRC and the U.S.S.R.

150. _____ . "The Part-Work Principle in Chinese Education." *Current Scene: Developments in the People's Republic of China* [Hong Kong]: vol. 9, no. 9 (September 1973), pp. 1–11.

Analyzes the theoretical and practical considerations underlying the Chinese concept of part-work, part-study schooling, sets up a typology of the varying institutional forms used to implement the principle, and evaluates the effectiveness of such arrangements as were tried out from the late 1950's to the early 1970's.

151. PRYBYLA, JAN S. "The Life of a Chinese Professor." *Journal of General Education:* vol. 26, no. 3 (fall 1974), pp. 195–204.

Comments on the impact of Maoist educational policies on higher education institutions, and particularly on the status of their faculty members. By an economist and frequent writer on Chinese affairs who visited the PRC in early 1974 with a group from Pennsylvania State University.

152. _____ . "Notes on Chinese Higher Education: 1974." *China Quarterly* [Great Britain]: no. 62 (June 1975), pp. 271–296.

Article consists of three parts: (1) lengthy notes conveying information received at each of seven colleges visited in February 1974; (2) brief comments on the ideological and economic factors influencing contemporary higher education policies; and (3) some personal impressions of the impact the Cultural Revolution had on China's universities.

153. _____ . "Secondary Education in China." *China Report* [India]: vol. 10, nos. 5-6 (September-December 1974), pp. 14-21.

Article is divided into three distinct parts: (1) a review of the system of full-time and part-time secondary schools existing before 1966 and of the criticisms leveled against the full-time schools by the Maoists during the Cultural Revolution period; (2) a summary of the briefings given by officials and students at a middle school that the author visited in February 1974; (3) some reflective observations on the state of education in China, stressing Prof. Prybyla's concern with what he sees as a pervasive (but probably temporary) "undercurrent of anti-intellectualism."

154. Reid, Jean. "Friendship First, Competition Second." *Times Educational Supplement* [Great Britain]: no. 3058 (Jan. 4, 1974), pp. 38–39.

Report on visits to primary and secondary schools and teacher training institutions in China in 1973. Emphasizes the atmosphere of cooperation and stress on social service that permeates all classrooms.

155. Scalapino, Robert A. "The Struggle Over Higher Education—Revolution Versus Development." *Issues and Studies* [Taiwan]: vol. 12, no. 7 (July 1976), pp. 1–8.

A China specialist at the University of California at Berkeley analyzes the renewed criticism of the quality of higher education that surfaced in China in late 1975 and early 1976, seeing it as posing a serious challenge to Maoist policies by elements stressing the crucial role that higher education must play in fostering modernization and economic development.

156. "Schools." *China News Analysis* [Hong Kong]: no. 1001 (May 23, 1975), pp. 1–7.

Reports the revival of "radical" educational policies in the period from mid-1973 through early 1975, following 2 years of relative moderation in 1971-72. Cites the emergence of a highly publicized institution (Chaoyang Agricultural College) as the new model for "proletarianized" colleges and universities.

157. Seybolt, Peter J. "China's Revolution in Education: The Struggle Between Two Lines." *Canadian and International Education* [Canada]: vol. 1, no. 1 (June 1972), pp. 29–41.

Delineates the differences between the Maoist approach to educational policies and strategies and that of Mao's opponents in the Chinese leadership—the "two lines" that were in contention prior to and during the Cultural Revolution period. By a professor at the University of Vermont who is a specialist in Chinese education.

158. _____ . "Higher Education in China." *Higher Education* [Netherlands]: vol. 3, no. 3 (August 1974), pp. 265–283.

"Preliminary assessment" of the status of the higher education system in the PRC in late 1973, focusing on its institutional structure, admin-

istrative organization, student recruitment procedures, and teaching/learning practices.

159. SHIRK, SUSAN "The 1963 Temporary Work Regulations for Full-time Middle and Primary Schools: Commentary and Translation." *China Quarterly* [Great Britain]: no. 55 (July/September 1973), pp. 511–546.

Detailed discussion of the full text of a national directive governing the instructional program in the academically oriented school system prevailing in China prior to the Cultural Revolution. By a graduate student in Chinese studies at Massachusetts Institute of Technology.

160. SHOR, IRA "Education to the People: Higher Education in China." *Social Policy:* vol. 5, no. 4 (November/December 1974), pp. 30–37.

An American professor of English who visited the PRC in 1974 reports that Chinese college campuses are no longer the exclusive training grounds of a privileged elite, since they now share the responsibility for nurturing new leaders and specialists with a number of other learning centers more closely integrated with the workplace.

161. _____ . "Lessons from China on the New Learners." *Chronicle of Higher Education:* vol. 9, no. 7 (Nov. 4, 1974), p. 20.

Compares contemporary Chinese provisions for higher education opportunities for ordinary workers with American-style community colleges (which are considered by Professor Shor to be "built for the American working class"); also contrasts off-campus training facilities for Chinese and American workers. The author teaches at Staten Island Community College.

162. SIDEL, RUTH and VICTOR W. "Education in the People's Republic of China." *Teachers College Record:* vol. 76, no. 4 (May 1975), pp. 605–616.

Examines how the Chinese are using education as a tool for establishing a one-class society in which knowledge, skills, values, and attitudes are shared among all elements of a population united under a common ideology in the pursuit of collectivist goals. By a wife-and-husband team (social worker and professor of medicine, respectively) from New York who visited China in late 1971 and at least once subsequently.

163. SIDEL, VICTOR W. "Medical Education in the People's Republic of China." *New Physician:* vol. 21, no. 5 (May 1972), pp. 284–291.

Overview of the pattern of medical education existing in late 1971, based on the author's inquiries and observations at five medical colleges.

164. SIGNER, ETHAN, and ARTHUR W. GALSTON. "Education and Science in China." *Science:* vol. 175, no. 4017 (Jan. 7, 1972), pp. 15–23.

The authors, professors of biology at Massachusetts Institute of Technology and Yale University respectively, were the first American scientists to be invited to the PRC after the ping pong team's trip in spring 1971. Here they present a detailed account of information acquired during visits to four major colleges and several research institutes in May of that year.

165. SNOW, LOIS WHEELER. "Education in China After the Cultural Revolution." *National Elementary Principal:* vol. 51, no. 4 (January 1972), pp. 6–14.

This article by the wife of the late Edgar Snow focuses essentially on the guiding principles underlying the contemporary Chinese approach to education, illustrating them by references to instructional methods (particularly at the secondary school level) inculcating such attitudes as dedication to social service and respect for manual labor.

166. SOMERVILLE, ROSE M. "China and Sex Role Changes." *Adult Leadership:* vol. 24, no. 4 (December 1975), pp. 137–141, 155.

An American professor of sociology who visited China in 1975 comments on the traditional attitudes which limit the extent to which education for women prepares them for more varied occupational roles.

167. STEIN, ANNIE. "Middle School No. 26, Peking, China." *Integrated Education:* vol. 11, no. 22 (March-April 1973), pp. 15–21.

Primarily a profile of a secondary school in China's capital, as seen in 1972 by an American who is active in school affairs in New York City and was particularly interested in the Chinese experience with problems that plague big-city schools in the United States—such as discipline, absenteeism, and drop-out rates.

168. STOCKWELL, RHODA. "With China's Children." *Elementary School Journal:* vol. 75, no. 4 (January 1975), pp. 228–237.

A professor at the University of Chicago briefly describes some of the classroom activities at several primary schools she visited in spring 1974.

169. SWEARER, HOWARD. "Higher Education in Contemporary China." *Key Reporter:* vol. 40, no. 2 (winter, 1974-75), pp. 2–4, 8.

The president of Carleton College in Minnesota shares the impressions of higher education he acquired during a November 1974 trip, pointing out both strengths and weaknesses of the system as he assessed it.

170. SWETZ, FRANK J. "Chinese Education and the Great Cultural Revolution: A Search for Relevance." *Contemporary Education:* vol. 44, no. 3 (January 1973), pp. 155–160.

Summarizes the main educational developments of the Cultural Revolution period in the 1960's, viewing them primarily as efforts to make education more relevant to China's contemporary needs. By a professor at Pennsylvania State University (Middletown).

171. _____ . "Chinese Mathematics Revision in Accordance with the Teachings of Mao Tse-tung." *Mathematics Teacher:* vol. 64, no. 7 (November 1971), pp. 615–619.

A specialist on Chinese mathematics education uses an article on secondary school math teaching published in the PRC in July 1966 to illustrate how instruction in that subject has shifted from an emphasis on formalistic memorization of abstract theories to a stress on thorough understanding of concrete methods for solving practical problems.

172. _____ . "Field Survey: An Aid To Geometry Instruction in the People's Republic of China." *School Science and Mathematics:* vol. 73, no. 4 (April 1973), pp. 335–343.

Provides examples of field surveying exercises introduced into geometry courses at the 7th- through 9th-grade levels in China in the mid-1950's.

173. _____ . "An Informal Method of Science Instruction—Children's Picture Books in the People's Republic of China." *Science and Children:* vol. 9, no. 4 (December 1971), pp. 11–13.

Introduces the reader to a series of inexpensive picture books published in China in the mid-1960's which acquaint young children with simple scientific concepts observable in everyday life situations. Gives some examples of typical content.

174. _____ . "Mao Tse-tung, Chairman Educator." *International Education:* vol. 3, no. 2 (spring 1974), pp. 5–13.

Survey of the highlights in the development of Mao's educational ideas from his school days in central China through the Cultural Revolution period of the late 1960's.

175. _____ . "Mathematical Olympiads in the People's Republic of China: A Case Study." *American Mathematical Monthly:* vol. 79, no. 8 (October 1972), pp. 899–904.

Brief account of the mathematics contests for secondary school students held in China from 1956 through 1963. Includes sample questions used in the competition.

176. _____ . "Mathematics Education: The People's Republic of China." *Mathematics Teacher:* vol. 66, no. 2 (February 1973), pp. 113–120.

Compact summary of the major stages in the development of mathematics education in China from the Communist take over of the country in 1949 to 1970.

177. _____ . "Revolutionary Mathematics: An Agent of Chinese Communist Indoctrination." *Intellect:* vol. 101, no. 2349 (April 1973), pp. 451–53.

Illustrates how political content has been injected into school mathematics exercises in China; also questions the effectiveness of the technique as a means of teaching mathematical principles.

178. Taschereau, Suzanne. "When Society Becomes One Big Classroom. . . (Education in the People's Republic of China)." *Programmed Learning and Educational Technology* [Great Britain]: vol. 12, no. 5 (September 1975), pp. 265–269.

A Canadian exchange student who studied in China in 1974-75 describes the multifaceted pattern of formal and informal institutions and arrangements which make up the total educational environment there. Her account includes observations based on the author's own experiences working in a factory and in the countryside as part of her study program.

179. Teng, S. Y. "Education and Intellectual Life in China After the Cultural Revolution." *Contemporary Education:* vol. 45, no. 3 (spring 1974), pp. 174–182.

A professor of Chinese history at Indiana University compares Mao Tse-tung's views on education with those of Confucius and other early Chinese scholars. Professor Teng also contrasts his observations of educational institutions at all levels during a 1972 visit to the PRC with recollections of his own boyhood experiences in Chinese schools.

180. Thomas, Mary Antonia. "The Big Red Schoolhouse." *PTA Magazine:* vol. 69, no. 5 (January 1974), pp. 12–18.

An American visitor reports on her introduction to a Chinese elementary school in 1973. A special feature of the account is a detailed description of an elaborate tunnel network (including eight underground classrooms) dug by the students, who also engage in regular target practice with semi-automatic rifles.

181. Tien, Josefeyne Slade. "Everyone Getting Ahead; Nobody Left Behind: Education in the People's Republic of China." *Journal of Educational Thought:* vol. 9, no. 3 (December 1975), pp. 183–191.

Discusses briefly the theoretical basis for the educational reforms arising out of the Cultural Revolution; also reports observations of day care centers, primary and secondary schools, and universities visited during an extended 2½-month trip to China in 1974 or 1975. By a professor of American Studies at Michigan State University.

182. _____. "Lesson from China: Percy Bysshe Shelley and the Cultural Revolution at Wuhan University." *Harvard Educational Review:* vol. 45, no. 2 (May 1975), pp. 211–223.

Reflective comments on the effects of the Cultural Revolution reforms on a leading university in central China, as observed during a visit to the institution in June 1973. (Includes a detailed account of an English class session discussing the life and works of Shelley.)

183. To, Cho-Yee. "Adult Education as a Weapon for Social Reconstruction in China." *Adult Leadership:* vol. 23, no. 4 (May 1975), pp. 329–330.

Brief overview of adult education in contemporary China, emphasizing its goals and the varied forms in which it is conducted. By a professor in the School of Education at the University of Michigan.

184. _____. "Education in China Today." *School Shop:* vol. 33, no. 5 (January 1974), pp. 28–31.

Reports the Chinese school system's stress on training in practical skills, reflected in the substantial time spent by students at fields and workshops both on and off campus; also discusses the ideological imperatives that underlie this emphasis.

185. _____, et al. "A Glimpse at Education in the People's Republic of China." *Innovator:* vol. 7, no. 2 (Aug. 28, 1975), pp. 17–20.

Two professors and a graduate student from the University of Michigan's School of Education report on their China trips in 1973 and 1974. Drawing material from visits to schools at all levels and an analysis of children's storybooks, they stress the attention given to inculcating the idea of social service.

186. "The Universities, 1970-72." *China News Analysis* [Hong Kong]: no. 906 (Jan. 12, 1973), pp. 1–7.

Reviews developments in the PRC university sector from 1970 through 1972, emphasizing the slow pace at which colleges reopened and the vexing situation in which college teachers found themselves during this experimental period immediately following the Cultural Revolution.

187. Walls, Philip D., et al. "Medical Education in the People's Republic of China." *Journal of Medical Education:* vol. 50, no. 4 (April 1975), pp. 371–383.

Based on visits to five medical colleges in fall 1973, this report by three Americans with experience in medical education covers the theories and practices of medical training, with special emphasis on curricular details. The article includes a lengthy list of other related reports by foreign observers.

188. Wang, Robert S. "Educational Reforms and the Cultural Revolution: The Chinese Evaluation Process." *Asian Survey:* vol. 15, no. 9 (September 1975), pp. 758–774.

Analysis of the main objectives of the educational reforms launched during the Cultural Revolution period and the methods used in China to evaluate and popularize the various innovations designed to achieve these goals.

189. Wang, Virginia Li. "Training of the Barefoot Doctor in the People's Republic of China: From Prevention to Curative Service." *International Journal of Health Services:* vol. 5, no. 3 (1975), pp. 475–488.

Report on some of the disparate patterns of training utilized to produce China's paramedical personnel. Based on observations by a

professor in the Department of Public Health Administration at Johns Hopkins University who visited China in 1973.

190. WEN, CHI-PANG, and CHARLES W. HAYS. "Medical Education in China in the Post-Cultural Revolution Era." *New England Journal of Medicine:* vol. 292, no. 19 (May 8, 1975), pp. 998–1005.

Detailed article by two American M.D.'s on all aspects of medical education, including the training of doctors outside college-level medical schools. Utilizes medical journals published in China, as well as other sources.

191. WHITEHEAD, RHEA M. "How the Young Are Taught in Mao's China." *Saturday Review:* vol. 55, no. 10 (Mar. 4, 1972), pp. 40–45.

Observations on primary and secondary school programs by a former elementary school teacher who was one of the first Americans to tour China (in summer 1971) after the reopening of Sino-American contacts in the spring of that year.

192. WHYTE, MARTIN K. "Educational Reform: China in the 1970s and Russia in the 1920s." *Comparative Education Review:* vol. 18, no. 1 (February 1974), pp. 112–28.

Traces some striking parallels between Soviet educational policies in the 1920's and Chinese post-Cultural Revolution reforms of the early 1970's; also speculates on the possibility that some of the Chinese changes will be abandoned or modified for reasons similar to those for which the early Soviet reforms were considered failures and repudiated in the 1930's. By a University of Michigan sociologist and China specialist.

193. WONG, WILLIAM SHEH. "The Educational Thought of Mao Tse-tung." *Social Studies:* vol. 67, no. 1 (January 1976), pp. 27–29.

Presents highlights of the pedagogical ideas of Mao, based on an analysis of a compilation of his educational writings and directives published in 1967.

194. YEE, ALBERT H. "Psychology in China Bows to the Cultural Revolution." *APA Monitor:* vol. 4, no. 3 (March 1973), pp. 1, 4.

Drawing on his inquiries at several universities in the PRC in December 1972, a professor of psychology at the University of Wisconsin at Madison reports on the status of study and teaching in that field in China.

195. _____. "Schools and Progress in the People's Republic of China." *Educational Researcher:* vol. 2, no. 7 (July 1973), pp. 5–15.

Wide-ranging and detailed report based on visits to 10 schools from kindergarten to college level in late 1972. Includes a number of interpretative comments stemming from the author's special perspective as a specialist in social and educational psychology.

196. _____ , and DOREEN CROFT. "Education in the Land of Mao." *Learning: The Magazine for Creative Teaching:* vol. 2, no. 3 (November 1973), pp. 22–27.

Two American educationists report on their observations of Chinese schools in 1972, paying special attention to the teaching methods and classroom practices used to foster a "collective morality" stressing the value of social service built on self-sacrifice and group cooperation.

197. YONG HONG, et al. "Elements for a Dossier: Aspects of Education in China." *Prospects: Quarterly Review of Education* [France]: vol. 5, no. 4 (1975), pp. 480–503.

This special-topic section in a UNESCO journal consists of nine very short "mini-articles" on various aspects (especially those that reflect changes or innovations since the Cultural Revolution) of education at primary, secondary, and higher education levels. The pieces were supplied to the journal "by the Chinese authorities," and their authors are identified only by name.

198. ZEE, CHONG-HUNG. "Chinese Engineering Education: A Return Visit." *Engineering Education:* vol. 66, no. 4 (January 1976), pp. 351–354.

Report based on visits to four technological colleges in 1974. The author, an engineer who received his bachelor's degree in China, comments on the differences between current curriculums and teaching methods and those in use during his own students days before 1949.

SUBJECT INDEX

Administration, educational: Nos. 3, 9, 12, 18, 26, 35, 91, 105, 124, 134, 158.

Admissions policies: (*See* Students, selection of).

Adult education: Nos. 9, 35, 53, 104, 122, 126, 183.

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